

Dancing Words:  
An Exploration of  
Choreography and Writing with Children

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Daily movement warm ups and games

Movement vocabulary explored through daily studies exploring shape, effort, time, space

Clearing the body – a process that prepares the body for embodied learning

Part 1 - Introductory study linking metaphoric imagery with sound and movement:

1. each student is given a huge piece of paper that they quadrant - making four equal sections
2. listen only (with eyes closed) to music (or sound) selection - students listen with singular intention of picturing the line density of the music (sound) and/or its shape or form
3. listen to the same music again and draw the line impressions on one of the quarter segments of the paper
4. add word association from metaphor list – include “*where does the music enter your body?*” associative approach
5. go back and look at the words written down
  - look for words that denote motion, texture or shape i.e. floating, silk coil.
  - look for words or combinations of words/imagery that are appealing.
  - expand or elaborate into phrases or flesh out images if they like.
  - look for patterns in the words.
  - look for and play with sequencing possibilities.
6. students return to their line drawings and simplify or convert the drawing to a floor pattern
7. students create movement that responds to shape, texture and motion words (but are not limited to them)
8. the movement is layered on to the floor pattern.

Part 2 - Emotion study joining choreography, spoken imagery and sound

1. choose an emotion or feeling to work with
2. draw a line density impression of the feeling or emotion
3. analyze emotion in embodied terms from worksheet (where the emotion enters your body) same metaphoric process or word association as in Part 1, #4 above
4. go back and look at the words written down
  - look for words that denote the texture, shape and motion of the chosen emotion
  - look for words or combinations of words/imagery that support the chosen emotion in ways that feel strong
  - expand, elaborate or flesh out images if desired
  - look for patterns and rhythms in the words
  - look for and play with sequencing possibilities
5. make gestures that represent the emotion – manipulate them choreographically i.e. play with speed, shape, size, energy – try them out in different body parts
6. create a path that is representative of the emotion
7. use the shape, motion and texture words as starting points to create movement
8. place choreographed movement on the path or find a way for the path and movement to intersect or work together.
9. incorporate spoken verbal imagery into the choreographic structure